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ABSTRACT

This book focuses on Youth Employment and Demonstration Projects Act (YEDPA) programs dedicated to reducing unemployment among youth. The first of seven sections reviews the Youth Incentive Entitlement Pilot Projects (YIEPP) that have been established in seventeen urban and rural target areas. Brief descriptions of the YIEPP Programs in Baltimore, Philadelphia, and Cincinnati are provided. Section 2 describes two Career Intern Programs which are among the demonstration projects under the Comprehensive Employment and Training Act (CETA) that seek new approaches to the problems of structured unemployment facing youth. The third section focuses on Job Corps programs that provide vocational training, preparation for return to school, or education to satisfy armed forces entrance requirements. Section 4 provides a brief description of the Young Adult Conservation Corps, which provides minimum wage jobs that give experience in a variety of skills centered around conservation. The Summer Youth Employment Program, which provides economically disadvantaged youth with nine weeks of summer work, is discussed in the fifth section. Section 6 expounds on preapprenticeship programs funded under the Youth Employment and Training Programs of YEDPA. The final section focuses on an in-school youth training demonstration project titled project YEELD (Youth Employment-Experience-Learning Demonstration). (LRA)

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Youth

Seven Programs Dedicated to Reducing
Unemployment Among the Nation's Young People

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Introduction

These young people only need skills and a chance in order to take their place in our economic system. Let's give them the chance they need.

Jimmy Carter

The Carter Administration's effort to put the Nation's young people to work through programs operating under the Youth Employment and Demonstration Projects Act (YEDPA) is the largest and most comprehensive endeavor America has made to reduce the high rate of teenage unemployment.

The success of some of the YEDPA programs and the reactions of many of the programs' participants—along with those of enrollees in other Employment and Training Administration programs benefiting youth—are told in this picture-story book.

Take, for example, Linda Sherman, an 18-year-old combination receptionist, typist, and assistant to a radiologist in a medical emergency center in downtown Cincinnati. Sherman is enrolled in a pilot project which provides jobs to disadvantaged youth who stay in school and get high school diplomas. Says she:

"This job helped remove any doubts I may have had . . . . I've learned what it means to be dependable, trustworthy, and honest, because I've been exposed to dedicated people who've taught me lessons by example. . . ."

Photo by
Job Corps

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A part-time job at Baltimore's Inner Harbor Marina could be the beginning of a maritime career for Rodney Harris, if he decides to pursue this vocation after finishing high school under YIEPP.

A Rodney Harris knot.

Entitlements Help Youth Earn and Learn

"Here the youngsters can make mistakes and not fail again. Here they have a second chance." These are the words of a career educator who is part of a school district group that is working closely with business, community, and local government leaders to help resolve the "dead-end" job cycle among needy youth.

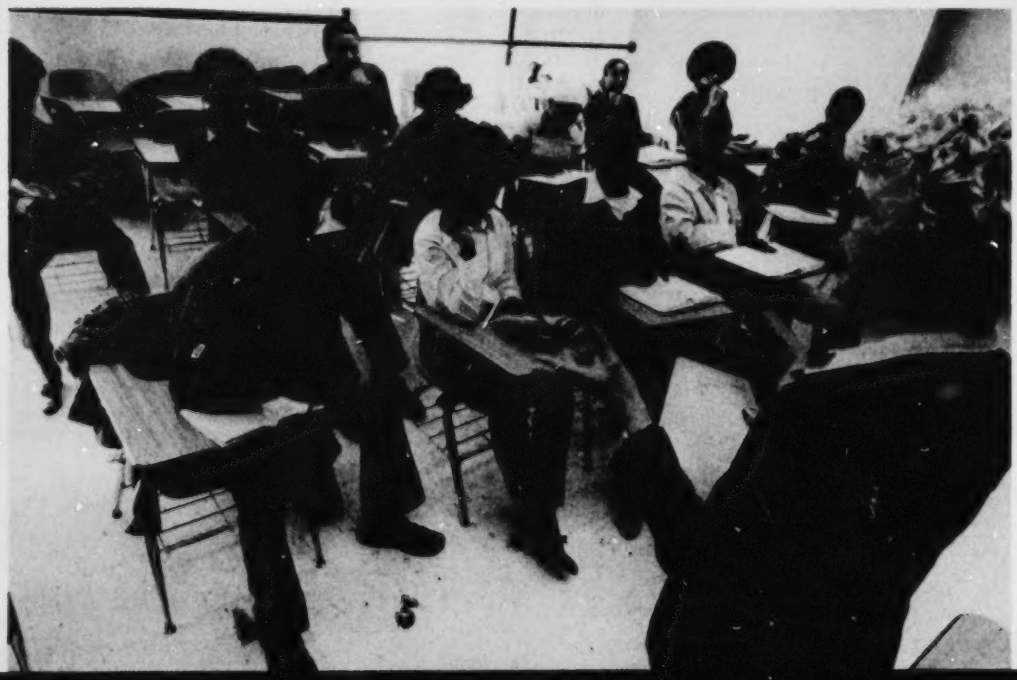
Together they are operating one of the Youth Incentive Entitlement Pilot Projects (YIEPP) that have been established in 17 urban and rural target areas across the Nation. Each project provides jobs to 16 through 19-year olds who live in a prescribed area, meet poverty income limits, and agree to pursue their high school diplomas and to maintain minimal job and academic standards. The entitlement program includes a large-scale research effort to evaluate the program's effectiveness.

YIEPP is one of the experimental initiatives launched by the 1977 Youth Employment and Demonstration Projects Act that mandates a concerted search for solutions to the stubborn problems of youth joblessness. Its multimillion dollar budget is supplemented by funds from local Comprehensive Employment and Training Act (CETA) programs.

The Department of Labor's (DOL's) Employment and Training Administration (ETA) commissioned the independent Manpower Demonstration Research Corporation (MDRC) to conduct research and evaluation efforts and to coordinate simultaneously the implementation of entitlement programs under the direction of ETA's Office of Youth Programs.

The 17 CETA prime sponsors who were awarded grants began to enroll young people during the spring of 1978. By the time the first 6-month figures were in, about 35,408 youth were participating in the program. In addition, the program was extended for 1 year, with full-scale operation scheduled through the 1979-80 school year.

Of the 17 target areas awarded YIEPP funds, 7 were chosen as major grant recipients. They are Boston, Baltimore,



The Community College of Baltimore (CCB) middle college prepares YIEPP enrollees for the GED certificate and offers those who receive it a 1-year certificate or a 2-year associate of arts degree program.

Black Star photos by John Troha

Cincinnati, Detroit, Denver, Seattle, and rural Mississippi. Of those seven, Baltimore was awarded $23 million, the largest youth employment program ever funded in an American city. An additional $14.6 million was recently allocated to Baltimore to extend the program for another year. The Baltimore entitlement program has established four major goals: to reduce truancy and dropping out by providing potential dropouts and truants with part-time work experience on the condition that they remain in school and maintain good attendance; to encourage dropouts to return to school, thereby enhancing their future employability; to provide meaningful work experience to disadvantaged teenagers in order to develop positive work attitudes and to ease the transition to full-time employment; and to demonstrate that a program entitling disadvantaged youth to part-time jobs can be administered on a massive scale and still provide meaningful experience to the participants.

To meet these goals, the Baltimore YIEPP has built a program providing 9,500 youth with education and jobs at more than 1,000 worksites—360 private sector and more than 700 private-nonprofit and public agency sites. Fifteen hundred returning dropouts are enrolled in 11 alternative education programs.

One of the most exciting alternative educational concepts is provided by the Community College of Baltimore (CCB) middle college, which permits former dropouts with relatively high reading levels to attend classes in regular

Dena Payton, a participant in Baltimore's YETP, works with young patients at the Children's Outpatient Clinic at Johns Hopkins Hospital.

community college settings.

What makes these students unique is that they combine academic experience with part-time jobs in a variety of vocational areas. A strong emphasis is placed on maritime and maritime-related jobs, prevalent in Baltimore harbor and along the waterfront of the State capital, Annapolis.

The middle college serves entitlement youth on two distinct levels. On the first level, students take intensive academic courses preparing them for the General Educational Development (GED) high school equivalency certificate, entry-level college content courses, and 15 hours per week paid work experience in a vocational area of the students' choice. Credit is awarded for the college-content courses upon successful completion of the GED. On the second level, students who have passed the GED automatically transfer into a regular 1-year certificate or a 2-year associate of arts degree program at CCB. To date, more than 200 youth have taken advantage of the opportunity. They are also assigned to 15-hour per week minimum wage jobs funded under the Youth Employment and Training Program.

What is perhaps most significant about the middle college is that it is helping to pull down the barriers to maritime careers and other job opportunities for young people who lack high school diplomas. Additionally, this innovative approach to education is occurring at the very time that Baltimore citizens are rediscovering the importance of the city's harbor as a recreational resource

Quality Service Lab of the Department of Natural Resources in Annapolis.

Black Star photos by John Troha

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Working at the Annapolis Harbor Boatyard, YIEPP participants Stewart Hypolite and La Gracia Harcum learn what it takes to keep boats in "shipshape" condition.

Sanding the bottom of a sailboat to prepare it for painting is all in a day's work for Harcum and Hypolite.

Harcum and Hypolite explore the historic streets of Annapolis on their way from school to work and back. Behind them is Maryland State House.

Black Star photos by John Troha

and as a source of good employment opportunities with excellent career potentials.

Stewart Hipolyte and LaGracia Harcum are two young people who are capitalizing on those opportunities. Interested in port-related careers, both have obtained jobs in the Annapolis harbor, one of the most popular pleasure boating sites on the East Coast. In the words of Hipolyte, "It made me feel proud to be in college. Now that I have my GED I am on my way."

In Philadelphia, up to 250 disadvantaged youth from a census tract near the old Connie Mack Stadium—former home of the Phillies baseball club—are working in skill-building jobs while they pursue their high school diplomas. Although most entitlement projects rely largely on government agencies and nonprofit institutions for jobs, Philadelphia's program emphasizes combining the entitlement approach with business involvement.

With the enthusiastic support from key labor and corporate groups, Philadelphia places a high proportion of its program enrollees in private enterprise jobs. In the first few months for which data are available, the program had put between 6 and 7 of every 10 entitlement youth in the profitmaking sector.

The Area Manpower Planning Council (AMPC)—the prime sponsor for CETA in Philadelphia—reports that the positive response voiced by businesswoman Pauline Jacobs is typical. "Tell the Federal Government to keep this program going and to increase it," she says. Jacobs has two teenage girls from the program working with the 12-woman staff in her downtown bridal and gown shop. "You don't want these kids to get out

of school and go on welfare. Well, the only way you're going to do that is to put them to work."

More than a few business leaders offer full-time jobs to their entitlement participants once they complete their education. (Participation ends when a youngster receives a high school diploma.) Many of the entitlement youth who graduated from high school landed jobs on their worksites, and even more have gone on to other productive activities. Some have full-time jobs, a few are pursuing higher education, and a number are in military service.

"This hiring trend is no accident," insists Joe Bradley, who coordinates job placement, worksite supervision, and on-the-job performance for the Council for Revitalization of Employment and Industry. "We're approaching all of them (the employers) now, and we're asking, 'When these young people graduate, would you be willing to hire one of them?' " Many say yes.

The council—a powerful nonprofit partnership of labor, industrial, civic, and government leaders—and six other "buffer groups" buttonholed their constituencies to win support for the entitlement program and then developed jobsites. In the process, AMPC won the endorsement of the Philadelphia AFL-CIO council and most union locals.

"Jobsite supervisors are coached to be flexible, to allow the young people room to make mistakes," says Jim McMillan, director of the entitlement program for the school district of Philadelphia, which provides educational and counseling services and coordinates activities of the council and other subcontractors. The council urges the employers "to give a little more pedagogical attention—to show the students different things so they have something when they leave," Bradley adds.

How does this work in business? "They're just like any paid employee," replies Pauline Jacobs. "They do anything and everything you tell them. They take care of customers in the bridal shop. They collect the money. They wrap up the gowns. They work in the receiving department."

"There are all kinds and levels of jobs, and they rotate. It depends on where

Photos by Richard Dumoff

When YIEPP enrollee Steve Williams finishes high school, he will also be skilled in picture framing, which he is learning while working at the Revsin Picture Frame Manufacturing Co. in Philadelphia.

Learning child care is a pleasure for Stephanie Mobley, who works at Philadelphia's Children's Village and attends high school under YIEPP.

the need is," says Howard Weiss, manager of a family business that employs seven young men enrolled in the entitlement program. In the first months of the program, these youth had worked in furniture moving, warehousing, repairing, and construction work.

Both Jacobs and Weiss say they appreciate the opportunity to evaluate and train the youth at little out-of-pocket cost. Their problems have been minimal, requiring only some attentive observation at the start and routine correction and discipline. Both plan to hire entitlement youth when they complete high school.

Cincinnati's youth entitlement program is acclaimed on street corners and to friends by the teenage participants who are sticking with their work and school commitment and generally liking it. The program has sparked a sense of programmatic enterprise among a few who have gone to agencies where they want to work and developed their own worksites.

In addition to its immediate benefits, entitlement is seen as a bridge to a better place in the work force or a step on the ladder to a trade school, college, and maybe a career.

"It's given me initiative," says Monroe Banks, an 18-year-old former dropout. Banks boasts of a nearly perfect attendance record at the special morning classes where certified teachers prepare the school dropouts for their high school equivalency examination. From 2 p.m. to 4 p.m., he works in a child-care center as a teacher's aide and helps with various maintenance and general repair tasks.

The personal attention from supervisors, counselors, and teachers that is built into the program is recognized by these young people. "They don't let you run loose. They tell you what you're supposed to do," comments Taft Senior High School student Lendell Smith, who helps clean a local church.

At the Cincinnati Institute of Justice—which sends youth who have had trouble with the law to the entitlement program—a few enrollees have gone out and encouraged another agency to use them.

The young people can see the big picture that lies beyond the current job. The following exchange says it all: "I feel I messed up in high school. This is my opportunity to get it all back together," says 19-year-old Anthony Duothit. "I didn't know anything. You can walk down a street in the West End, anywhere around that area. You can see people about our ages, red eyes, no plans for the future, no education, and they don't want to make a better life for themselves."

"That scares me, man. That scares me," replies Monroe Banks. "I don't want to see myself in an alleyway in 30-degree weather, with maybe a sport coat on, lying there in the cold, man. That's not for me!"

Employers are also impressed with the results they have been seeing. "This program is really working here," says Arthur Sherman, owner of the Sherman Flower Shop in Cincinnati. "The three

Cincinnati's entitlement program has provided Gerry McDonald with a job as toymaker, a salary, and a chance to earn a high school diploma.

Keller Studio photos

girls who are working in my shop are learning a marketable skill," he continues. "This project is very rewarding. It is actually doing what it is supposed to do," he says.

Sherman pointed to Lisa Smith, 18 years old, a basketball star at Hughes High School. "Lisa could be a florist, making arrangements," he said. "She's really doing very well."

He talked about Venita Tyler, whose attitude and self-image changed completely. At Sherman's shop she has blossomed into a hard-working, pleasant young lady with initiative and skill.

Gerry McDonald, 16 years old, 1 of 11 children, works in the basement of a private home where Mrs. Jeneene Brengelman has a thriving business making wooden music boxes, Christmas tree ornaments, and toys.

"I like working here," Gerry said, "There is a lot to learn, from ordering materials, making the toys and boxes, and selling to customers."

Dr. Burton Kleinman, medical director of the Adams Emergency Center in downtown Cincinnati, has two youth working part time and takes a great deal of interest in their progress.

Robert Johnson, 17, the youngest of 10 children, learned to be an assistant to an emergency medical technician. He is an overall utility worker, helping to sterilize the emergency room and to wrap surgical packs for sterilization.

Linda Sherman, 18 years old, is delighted with her job as combination receptionist, typist, and assistant to the radiologist. "She is doing a good job; she learned all the insurance forms," Dr. Kleinman says. Linda, 1 of 8 children, says, "This job helped remove any doubts I may have had concerning my previous decision to adopt a career as a medical professional." She continues: "I've learned what it means to be dependable, trustworthy, and honest, because I've been exposed to dedicated people who've taught me lessons by example, which you don't always get in a classroom or by reading books."

Robert Johnson alternates high school studies with work at the Adams Emergency Center in Cincinnati.

In addition to attending high school, Donna Mitchel receives on-the-job training in clerical work at Cincinnati's Not in New York Gallery.

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Interns Link School and Careers

In several cities, disadvantaged youth who are turned off by traditional urban high schools are getting a second chance to prepare for the transition from school to work as participants in the Career Intern Program (CIP). An alternative high school and career planning project, CIP is one of the demonstration programs conducted under title IV of the Comprehensive Employment and Training Act (CETA) which seeks new approaches to the problem of structural unemployment facing young Americans.

CIP aims at linking the worlds of school and work for 16 to 21 year olds who are dropouts or potential dropouts. CIP's goal is to provide young people with an integrated career education experience which will motivate and prepare them for productive careers. The program helps participants acquire high school diplomas and offers personal, career, and learning experiences designed to motivate students to enroll in vocational skills training or post-secondary educational institutions, or to seek job placement. CIP also familiarizes students with various career choices and the world of work by means of observation, on-the-job training, and work experience.

Because the program regards high school as an internship leading to employment or higher learning, CIP students are called "interns." They attend school year-round and participate in two or more short-term vocational exploration sessions in which they work or directly observe the occupations they have selected as likely future careers, based on classwork, assignments, and counseling.

Funding for CIP is provided by a 2-year, $4,780,000 CETA project grant from the Department of Labor's Office of Youth Programs to the National Institute of Education (NIE) of the Department of Health, Education, and Welfare. The program was first developed in Philadelphia in 1972 by the Opportunities Industrialization Centers of America (OIC/A). In 1977 NIE selected OIC/A to carry out replications of its original

Seattle CIP intern Tina Brown explores the field of biology with science instructor Dave Henry.

Photo by Mike Shimizu

Robert A. Scott, of Seattle's KYAC radio station, shows Vivian Clark, a CIP intern, how to spin a platter.

Photo by Mike Shimizu

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Philadelphia-based program, which is continuing under separate funding. The replication project is testing how effectively CIP can function in a variety of locations. Results thus far are encouraging. Alternative high school programs operating under CIP's concept have been established in Brooklyn and Poughkeepsie, N.Y., Detroit, Mich., and Seattle, Wash.

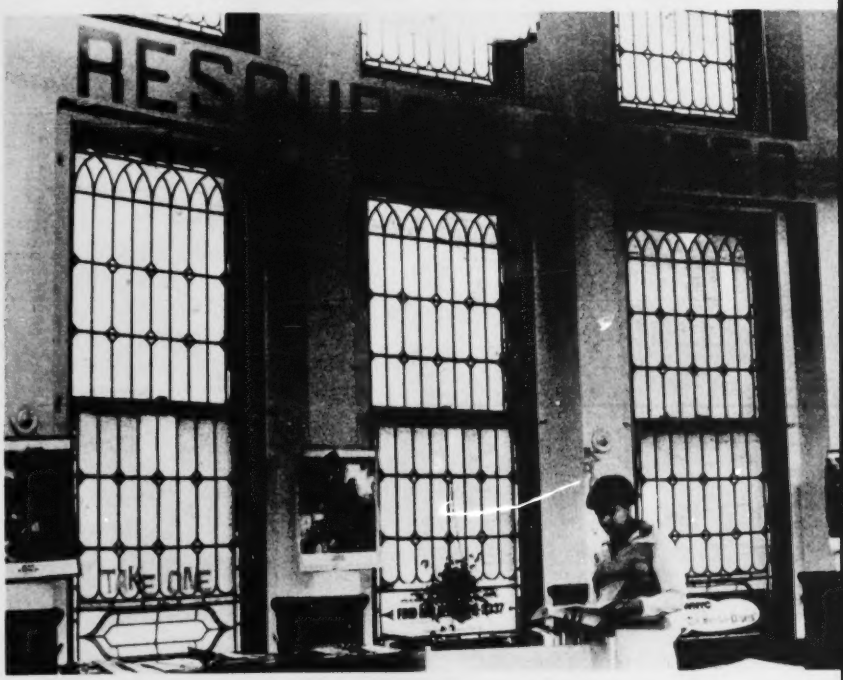
The Seattle CIP program was established in December 1977 and enrolled its first interns on March 1, 1978. In September 1978 the first group of students graduated from the program.

Seattle's program is conducted in the Temple De Hirsch building complex in the city's central district. Displayed throughout the classrooms, corridors, and meeting halls is the slogan: "If you're hip, come to CIP." Interns look studious yet are very much at ease and relaxed.

Barbara Higgins, Seattle CIP director, says, "Everybody needs to belong somewhere. The 125 interns currently enrolled in CIP were all dropouts or potential dropouts from high schools throughout the Seattle area. CIP is presenting them with an alternative system."

The Seattle CIP is divided into three phases. The first phase, lasting approximately 20 weeks, emphasizes career awareness and provides personal and motivational development, instruction, and exposure to career opportunities. Academic courses include language arts, social studies, mathematics and physical sciences. During the second phase, interns—in conjunction with a counselor and supportive staff—design their own career development plans.

Classroom instruction focuses on courses as they relate to career preparation. Practical experience is acquired by spending time at business, industry, and government worksites. For instance, one recent participant in the Seattle program who was interested in becoming a disk jockey learned what goes on behind the scenes in broadcasting by



Brooklyn's CIP uses part of this neighborhood church to give area young people a second chance to complete their education and prepare for the future.

While pursuing high school studies in a classroom in the church building, Brooklyn CIP students learn how academic subjects are related to the world of work.

Photos by Al Belsky

Before deciding which career areas to explore in practical sessions; CIP interns like Sophia Bullard of Brooklyn do independent research on various fields.

spending time at a radio station.

Another Seattle intern gained firsthand experience of what is involved in laboratory work while exploring biology as a possible career. Students interested in clerical work learned filing and office procedures as they solved real problems in the mailroom of an air freight corporation.

The final phase, career specialization, emphasizes one of three paths after high school graduation: on-the-job training, skills training, or preparation for college admission. Completion of any of the three constitutes successful completion of the career development plan.

Like the Seattle model, the Philadelphia program is also divided into three similar phases.

Evelyn Apolonio, 17, is a recent graduate of the Seattle CIP program. In the United States only since June, she found that the high school degree she acquired in the Philippines fell short of the Seattle School District standards by only a few credits. She learned of the CIP program through her father, who received skills training at the Seattle Opportunities Industrialization Center.

According to Jim Wilson, a career developer at CIP, the Seattle program is very proud of Apolonio's progress.

"In 4 months, she had her high school diploma, had been involved in work experience in various occupations, made a career decision to go into accounting, served as a teacher's aide at CIP working with instructors teaching mathematics and Washington State history, and, most importantly, decided to pursue her career choice at Seattle Community College in January."

Apolonio echoes the importance of the career development received at CIP. "The staff has been very friendly and they care about you by planning for your career

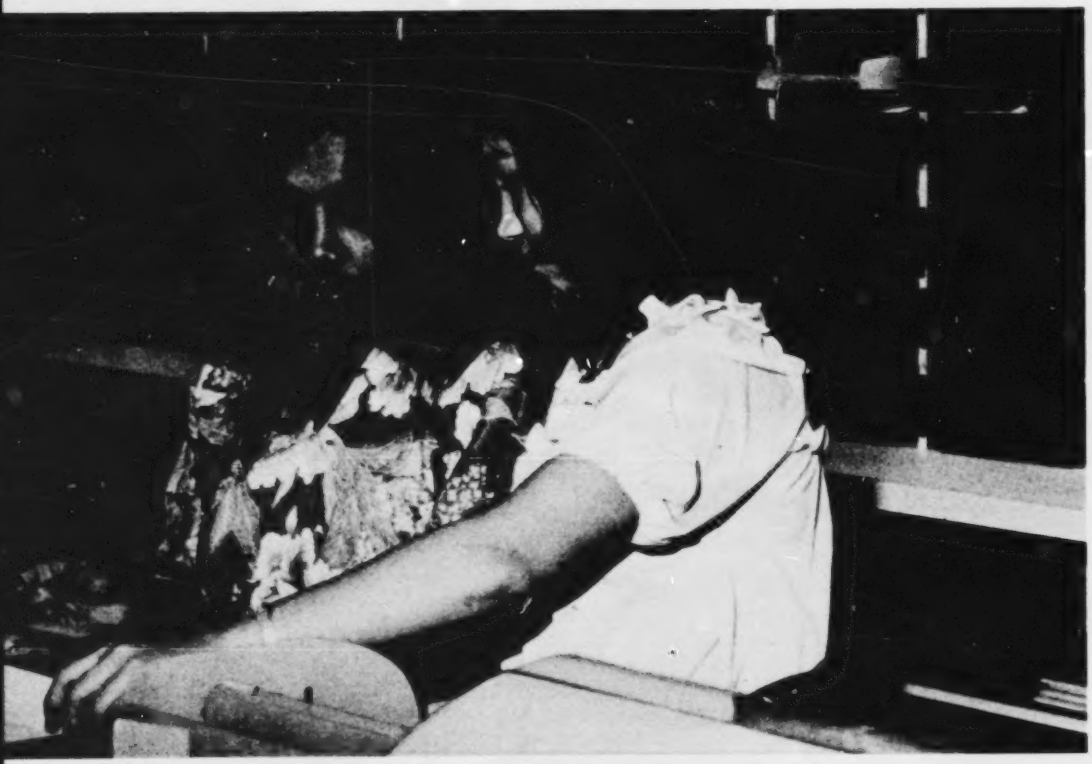
and future. And the vocational exploration experience was very good in helping me select a career," she says.

Much of her vocational exploration experience was at Seattle's Airborne Freight Corporation. What does Airborne get out of it?

Employment Coordinator Lee Rousseau replies, "We have needs which cannot be filled by other sources. We get excellent help and the CIP interns get experience, so everyone gains."

In Brooklyn, N.Y., a neighborhood church provides space for the Career Intern Program. The Brooklyn program has provided its interns with the opportunity to explore numerous career possibilities in conjunction with education. Interns have worked in a funeral home, radio station, day-care centers, and social service agencies. They have worked as library researchers, data processors, clerical workers, and as aides to social workers concerned with drug rehabilitation.

Before finally selecting the two fields which they want to explore, interns are required to do independent reading and research on the occupations that interest them. In addition, interns are given assignments that integrate their academic work with the requirements of these occupations. Brooklyn CIP interns are served by a staff of 22, including 8 academic instructors and 5 counselors.



Joanne Siva and Evelyn Apolonio learn the demands of clerical work during a CIP vocational exploration session in the mailroom of the Airborne Freight Corp., in Seattle.

Job Corps Establishes Confidence

The beginning of a new life can be exciting and illuminating, or bewildering and frightening. For each of the thousands of 16- to 22-year olds who arrive each week at Job Corps centers to make a fresh start, the adventure is probably terrifying.

They arrive ill-prepared to believe that anything can actually happen to thrust them into the mainstream of American life. Typically, the new Job Corps enrollee is 18 years old and has already suffered substantial mental and physical deprivations—

- Failure at school which has left him or her with few of the reading and math

The smile says it all about a Corps-member's pride in a newly acquired skill.

Magnum photo by Paul Fusco

Photo by Ann Zelle

Corpsmembers maintain their own living quarters and are encouraged to add individual touches to the decor.

skills necessary to cope with a complicated society . . .

- Lack of medical and dental care for months, years, or perhaps ever . . .
- The ordeals of family impoverishment and, often, a complete break in the family structure . . .
- Little or no work experience and virtually none of the skills necessary for meaningful employment.

But, in the 15 years since its inception, the Job Corps has assisted some 700,000 young people to overcome these obstacles, fears, and doubts.

The strengths, weaknesses, and goals of the new Corpsmembers are assessed early on. An individual training

New members of the Glenmont, N.Y., Job Corps center are tested individually by tape recordings to determine their aptitudes for the variety of trades in which training is offered.

The Job Corps expansion even includes this old barn, as Corpsmembers convert it for use as a dormitory for the Keystone, Pa., center.

Photos by Stephen Carroll

Taking advantage of every opportunity offered, a Corps-member not only entered the Corps' college program but took up the non-traditional trade of surveying as well.

and education schedule is established for each one. Members are provided comfortable living quarters, given the responsibility for maintenance, receive appropriate medical and dental treatment, and are served nutritious meals. They are given the opportunity to take part in physical education classes, hobby groups, student government, and activities in the communities surrounding or near the Job Corps centers.

The primary goal is to get the youth ready to take their places beside other working Americans. This may take the form of vocational training, preparation for return to school, or education to satisfy Armed Forces entrance requirements.

Currently, Job Corps is expanding its facilities and its services to Corpsmembers. It is building upon its successes in education—Corpsmembers on the average gain 1.7 months of achievement in reading and 1.9 months in mathematics for every month in the program, compared with the .5 month average gain in regular schools. Some 4,000 Corpsmembers now earn their high school equivalency diploma each year. And Job Corps recently inaugurated an Advanced Career Training (ACT) program: enrollment in technical and community colleges for a 2-year period of advanced training.

Arleen Hansen, coordinator of the ACT program for the large Clearfield (Utah) Job Corps Center, is enthusiastic about ACT. She explains, "Most of these students never thought they'd even see the back door of a college, and now they're going in by the front door."

Janet Taylor, a student of surveying at West Virginia Tech, had no idea that Job Corps offered a college program

The guitar does not, as yet, portend another career but is strictly for relaxation.

Photo by Ann Zelle

A young man concentrates on his soldering technique at the Phoenix, Ariz., center.

Anthony Robinson takes a break from his studies in architectural design to work out on the exercise equipment at West Virginia State, where he receives advanced training while still a member of Job Corps.

when she entered the Charleston, W. Va., center. Staff got her interested in it and now she says, "I love it. It requires a lot of time, but I think it's worth it."

Expansion of facilities will bring the program from its long-standing 22,000 annual training slots to 44,000, operating in 45 States and the Commonwealth of Puerto Rico, reaching to such remote locales as Kodiak Island, Alaska, and the island of Oahu, Hawaii.

A study of the short-term economic benefits of Job Corps, comparing control groups of participants and nonparticipants, indicates the Government's investment in Corpsmembers is warranted. Findings show that Corps participants had greater earnings gains (up to $23 weekly for program completers) than nonparticipants.

In addition, the participants did better than the nonparticipants on a variety of other measures. For example, more Corpsmembers had obtained employment, more enrolled in college, and more had gone into military service. They had greater mobility and better health, and showed reduced participation in welfare and other benefit programs. Substantially fewer arrests were recorded and drug and alcohol abuse was reduced.

The final analysis: The long-term dollar benefits to society from the Job Corps program are greater than its cost.

Women in the Job Corps are encouraged to try their hand at better-paying nontraditional trades.

The many faces of the Job Corps.

Photos by Ann Zelle

Young Adults See Jobs in Their Future

Four-wheelers scoring Tonto National Forest. Barges plying the old Chesapeake and Ohio (C&O) Canal. Whooping cranes trumpeting along the Patuxent. What do they have in common? All are concerns of the YACC—Young Adult Conservation Corps.

"The refuge is gaining, the young people are gaining, the local community is gaining. For the life of me, I can't find the loser," says Phil Feiger, manager of Eastern Neck National Wildlife Refuge on Maryland's Eastern Shore.

He speaks of the contributions made by the men and women of YACC, a program for all unemployed 16- through 23-year-old youth patterned after the Civilian Conservation Corps (CCC) of the Great Depression days. Approximately 26,000 youth—regardless of economic background—out of school and previously out of work, have YACC jobs paying the minimum wage, providing them with experience in a variety of skills centered around conservation. There are about 1,400 YACC projects on public lands in the United States, including the Nation's most beautiful parks and forests.

Feiger was discussing the work of clearing away dense forest undergrowth endangering the Delmarva fox squirrel. Not far from the Eastern Neck Refuge—as the wild goose flies—is the Patuxent Wildlife Research Center, where YACC enrollees are helping save the

YACC enrollee Joe Callaway (left), assisted by staff member Milt McCarthy, takes a census of the wild duck population in one of the areas of the Patuxent Wildlife Research Center. The refuge near Laurel, Md., is famous more for its whooping crane population than for its flocks of mallards.

Whooping cranes. Photo by U.S. Fish and Wildlife Service

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Hip-booted Linda Gilchrist (right), getting help from Joe Callaway (left) and Milt McCarthy, puts up a fiberglass partition to separate wildfowl in one of the Patuxent center's ponds.

All of the YACC work at the Patuxent refuge is not outdoors. For example, Joe Callaway continues his duck count with the aid of a desk-top computer which he has learned to operate.

endangered whooping crane and other waterfowl. A bit farther west is the first YACC project established after the program was funded in 1977—the C&O Canal National Historic Park—where youth work to preserve the canal, its locks, and the lock houses. YACC workers, too, are preparing an audiovisual history of the canal and the way of life it engendered along its 185 miles. The same YACC project includes work at historic Harper's Ferry and the Civil War battlefield at Antietam.

Near Phoenix, Ariz., in the Tonto National Forest—a notorious spot for dune buggies and four-wheelers—YACC members have revegetated part of the Salt River recreation area devasted by the off-road vehicle. A spokesperson for Tonto National Forest pointed out that in only 10 months three YACC crews completed projects with an appraised value of $298,000, which breaks down to $1.37 in value returned for each YACC dollar spent.

John Irish, program director at Tonto, has what members call the YACC disease: "infectious enthusiasm," which spreads like warm butter. Irish never passes up an opportunity to talk about the hard working "young adults" in the program.

"It's great for anyone looking for work experience. We take recruits as they come in the door and they work with

us for a year. The program makes the enrollee employable."

In the Barite Hills of Tonto, YACC crews installed 4,000 feet of guardrail, built 23,000 feet of new foot trails and 23,000 feet of range fence, removed 47,500 feet of old fence, and are maintaining 20,000 feet of existing trails.

It's not easy work. Crews of young men and women assist engineers on road projects, help remove tuber hazards in the lower Salt River, cut and trim brush in recreation areas, work in fire management, and pick up litter. During floods, they block roads dangerous for public use.

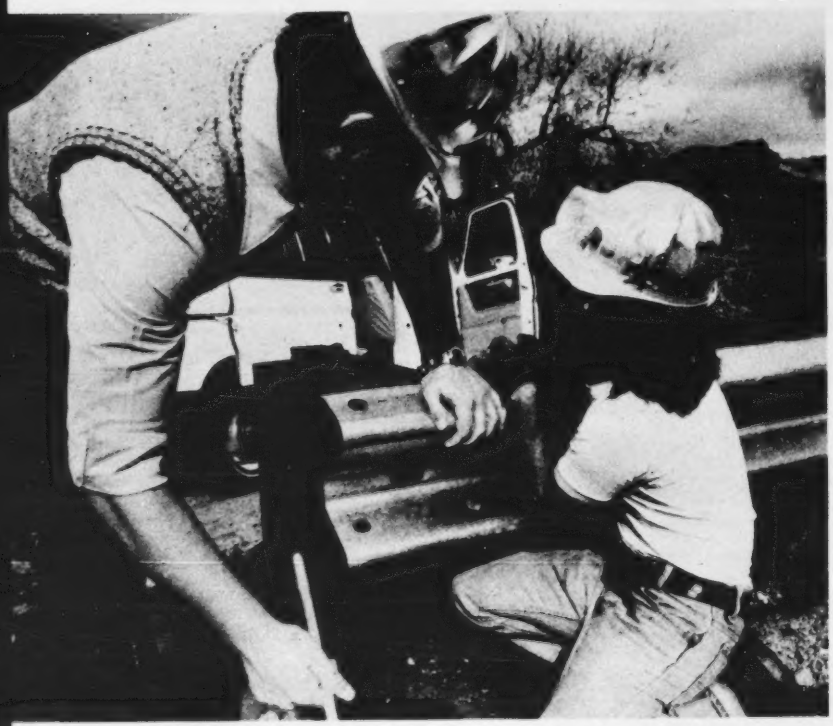
"Unlike 'old timers,' who feel they know everything, youth are very receptive," says Irish. "The emphasis in this program is on the enrollee. We use projects to benefit the forest and as tools to benefit what we're trying to accomplish—help youth develop good work habits and feel alright about themselves."

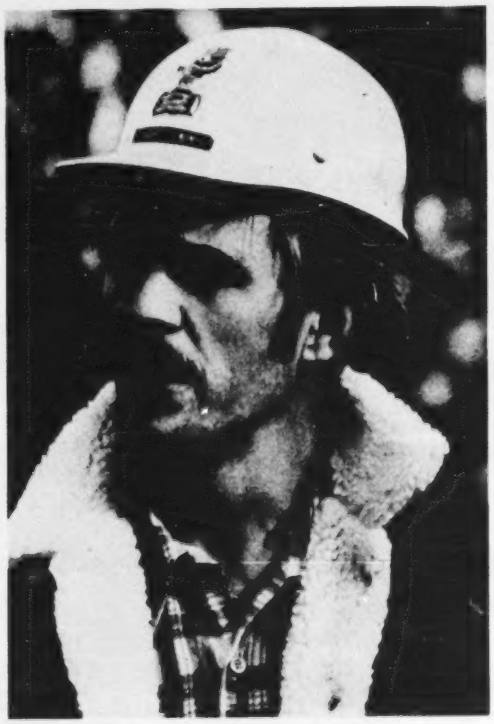
In talking to YACC members, Irish says you quickly learn that the youth definitely do feel alright about themselves and like what they're doing. For instance, Larry Aubin, who got out of the Navy in November 1978. He'd read a lot about conservation and decided conservation was the career field for him. He loves the outdoors and is acquiring practical experience before starting forestry school when his YACC employment ends.

"I recommend YACC for anyone interested in forestry," Aubin says. "It gives you a good idea of what forestry is all about. It's like an apprenticeship."

Barbara Phillips, 19, and Toni Robles, 24, were the first two YACC members hired and the first two to graduate at Tonto. Phillips, a field employee, was surprised when she was the first YACC member promoted: She became assistant leader of her crew only a few months after she was hired. She plans to work as a seasonal employee with the U.S. Forest Service. Robles worked in Tonto's Supervisor's Office in Phoenix as a clerk-typist and receptionist. She is trying to get on the Civil Service register to be hired full-time.

John Irish (left), YACC program director at Tonto, assists enrollee Ralph Mueritta in bolting down a section of highway guardrail the youth is erecting to keep four-wheelers out of the National forest.





Photos by Debee Sewell of Tonto National Forest

Larry Aubin is one of Tonto National Forest's first YACC members.

Carol Magee, an enrollee in the YACC project in Tonto National Forest, near Phoenix, Ariz., replants vegetation in the Barite Hills where . . .

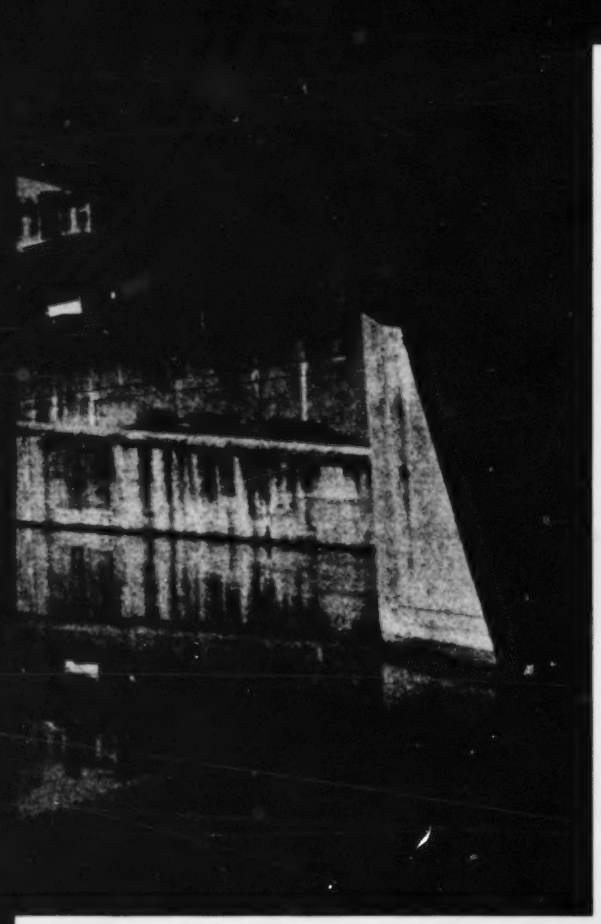
. . . other YACC members carry out the revegetation in the lower Salt River area which has been torn up by off-road vehicle traffic. Desert flora is being transplanted in devastated locations.

The Chesapeake & Ohio (C&O) Canal, sections of which have been renovated to resemble the inland waterway's early American heyday, is the worksite for a YACC crew whose members are . . .

Seeing a woman in a YACC crew working along the Blue Ridge Parkway in the mountains of Viginia is not unusual. Men find them equal to the tasks, including . . .

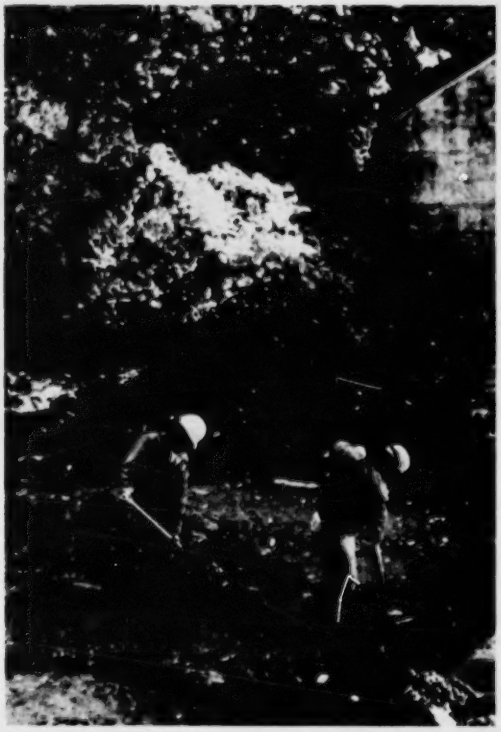
Magnum photos by Alex Webb

. . . the unglamorous, but environmentally beneficial work of cleaning up after thoughtless litterbugs.



Washington Star photo by Glen Leach

National Capital Park Service photo



. . . clearing debris and undergrowth from locks and restoring lock houses. The C&O Canal preservation was one of the first projects undertaken by YACC.

YACC, an important program, is providing needed conservation work on State and Federal waterways, as well as in parks, forests, and recreation areas. YACC is operated by the Departments of Agriculture and Interior, under an interagency agreement with the Department of Labor (DOL), which allocates funds. The Employment and Training Administration's (ETA's) Office of Youth Programs provides YACC with linkages to other ETA programs, oversight, and evaluation. Recruitment is a joint effort of the Employment Service/Job Service (ES/JS) offices of the State Employment Security Agencies, Comprehensive Employment and Training Act (CETA) prime sponsors, Native American prime sponsors, migrant and seasonal farmworker section 303 grantees, and Agriculture and Interior representatives. A small number of YACC members perform conservation work for the Air Force.

For example, 50 young men and women are at work in a year-round YACC program at Robins Air Force Base, Ga. Some keep the foliage trimmed and the lawns doctored. Others do minor carpentry and plumbing. Robins was the second Air Force base to start a YACC program. The first was at Elmendorf base in Alaska.

Up in the Blue Ridge Mountains of Virginia, Esther Shelton, 23—interviewed by *U.S. News & World Report* for its special section entitled, "Where Things Are Going Right in America"—told a reporter of her experience in YACC. Candid about her mental and emotional state upon entering the program, she said she was near a nervous breakdown as a result of sickness, childbirth, separation from her husband, and the difficulty of scraping by on welfare. Several months of digging ditches and chopping trees along the Blue Ridge Parkway near Roanoke, Va., restored her confidence. "I feel as strong as anybody," she said, "because I've done so many things I never thought I could do." Shelton's plans, after her 1-year stint in YACC, include the high school equivalency test, application to join the military, and secretarial training.

Experience Grows With Summer Jobs

This year, as in 1977 and 1978, over 1 million 14- to 21-year-old youth will have summer jobs—thanks to funding under title IV of the Comprehensive Employment and Training Act (CETA) of 1978. The jobs are provided through the Summer Youth Employment Program (SYEP), an Employment and Training Administration (ETA) program for economically disadvantaged youth which, in general, offers 9 weeks of work during summer vacation from school.

The jobs may be in schools, libraries, summer theaters, orchestras, bands, art studios, hospitals, laboratories, day-care centers, and parks; they may be in law enforcement, fire control, or in social services and recreation agencies. Some of the youth will move into unsubsidized jobs in both the public and private sectors when their summer assignments end.

SYEP will provide work experience for the first time for many of the youngsters. They will learn skills and work in clerical tasks, grounds maintenance, carpentry, transportation, auto repair, equipment maintenance, and library science. Other employment will be in historic site renovation or as nurses' aides or tutors for elementary school children having difficulties with academic studies. Still other youth will learn restaurant services and related culinary skills.

In Providence, R.I., for example, youth will practice cooking American style meals, meat-slicing, and food storage and study recipes and good table service techniques.

In Chicago, with the city's skyline as a backdrop, young workers will chop down weeds in parks along Lake Michigan. Others will study music to improve instrumental skills, learn typing on-the-job,

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Megan Moore's and Mark Demuth's efforts to complete a mural in Stafford, Vt., could lead to art work of greater renown.

Photo by John Perry

Learning how to cut a stencil is a step toward a permanent typing job.

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tend working mothers' toddlers in day-care centers, and study television production in Daley Community College's communications laboratory.

Thirty-eight youth from a socioeconomically disadvantaged Chicago neighborhood are writing script, editing, and producing a documentary film which deals with the criminality of street gangs. The movie will be shown in elementary and high schools. Bill Alveti, 18, one of the film-making crew, got important part-time work on an industrial film for a big oil refining corporation. "The assignment convinced me to finish high school and go on to college for additional training, because for the first time in my life I saw the chance for a long-term career with good pay."

Amid the trees, grasses, and rocks of Lake Michigan's Beaver Island, near Charlevoix, youth are restoring the island's picturesque lighthouse, one of about 75 that once marked the lake's shoreline.

A place in a symphonic orchestra may be in this SYEP trainee's future.

Photos by Mayor's Office of Manpower, Chicago

Photos by Mayor's Office of Manpower, Chicago

Cutting back weeds is the type of summer job that can benefit both the community and the SYEP program participants at work along Chicago's Lake Shore Drive.

There's lots to learn as a summer assistant in a communications course.

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Making the chips fly in summer may lead to a woodworking career in the fall for Denver youth.

Photo by Denver Employment and Training Administration

Meanwhile, in Denver, repair and maintenance shops enable young persons to learn welding and woodworking skills which may lead to jobs in Colorado service industries.

SYEP provides work experience with pay in hundreds of cities throughout the Nation. Disadvantaged youth who need it receive career counseling and remedial classroom work. Many go on culturally enriching field trips to museums, theaters, music halls, and parks—facilities often nonexistent in impoverished neighborhoods.

The general public benefits from SYEP through the extra staff it permits agencies and nonprofit groups to employ. For example, hospitals augment services by employing the young persons in X-ray centers, laboratories, nursing stations, and dining halls. Similarly, services are improved in libraries and social services agencies, among a number of other institutions.

A first-rate chef—or at least a culinary delight—may result from this cuisine conference in the kitchen of Johnson & Wales' College in Providence, R.I.

Photo by Providence (R.I.) CETA

Welcoming Newcomers to Apprenticeship

The young woman in blue jeans and insulated vest climbs down from a scaffold, removes her hardhat, tucks her hammer into her carpenter's belt, and greets the visitors with a firm handshake. In response to a question about the preapprenticeship program, she says: "At last I'm being given an opportunity to learn a trade I know I can handle and that pays a good salary. I won't kid you, the work is hard. But the pay is good."

That young woman, an apprentice carpenter earning $5.60 an hour, is a participant in the Central Arizona Carpenter's Joint Apprenticeship and Training Committee preapprenticeship program. The program is funded by the Arizona Governor's Comprehensive Employment and Training Act (CETA) youth grant under the Youth Employment and Training Program (YETP) of the Youth Employment and Demonstration Projects Act (YEDPA). The Arizona carpenters' preapprenticeship program stands out as one of the model programs aimed at reducing severe unemployment among the Nation's young people.

The carpenters' program is the result of contacts between the Arizona Office of Economic Planning and Development in Phoenix, which administers the Governor's CETA youth grant, and the State Apprenticeship Council.

The carpenters' union agreed to train

"I am being given an opportunity to learn a trade I know I can handle," says central Arizona apprentice carpenter Cynthia Huebner.

Black Star photos by Gill Kenny

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Carpenter Santiago Esquivel is a product of the central Arizona preapprenticeship program.

Drawing a cutting line with the aid of a carpenter's square.

eligible participants—the majority of whom are women and minority group members—to meet entry-level requirements as apprentice carpenters in permanent jobs in the construction industry. The training includes classroom work in basic math and language skills. Over an 8-week period following the academic and carpentry training, participants are indentured as apprentices and placed in jobs starting at $5.60 an hour. Counseling and other supportive services are provided to insure a smooth transition from preapprenticeship training to on-the-job training.

All but two of the 20 participants successfully entered employment as apprentices in the first year. As Don Edwards, the journeyman carpenter who is the program instructor, says, "If you love carpentry and you want to work regularly, there isn't a better place to be than Arizona."

Esquivel, adept at handling tools, is skillful in math and language, too.

Recruited by the Urban League's LEAP program in Columbia, Johnnie Walker is a linesman apprentice with the South Carolina Electric and Gas Co. Walker must complete 4 years of on-the-job training and related classroom work before becoming a journeyman.

Black Star photos by Gill Kenny

Black Star photo by Bill Grimes

At a construction site in Philadelphia, apprentices in the Negro Trade Union Leadership Council (NTULC) program sort material for journeymen ironworkers.

Jim White, president of the Arizona Central Labor Council and chairman of the State Employment and Training Council's Monitoring and Evaluation Committee, says, "We are trying to make programs like the carpenters' project work because of our involvement in the community and our willingness to work with elected officials."

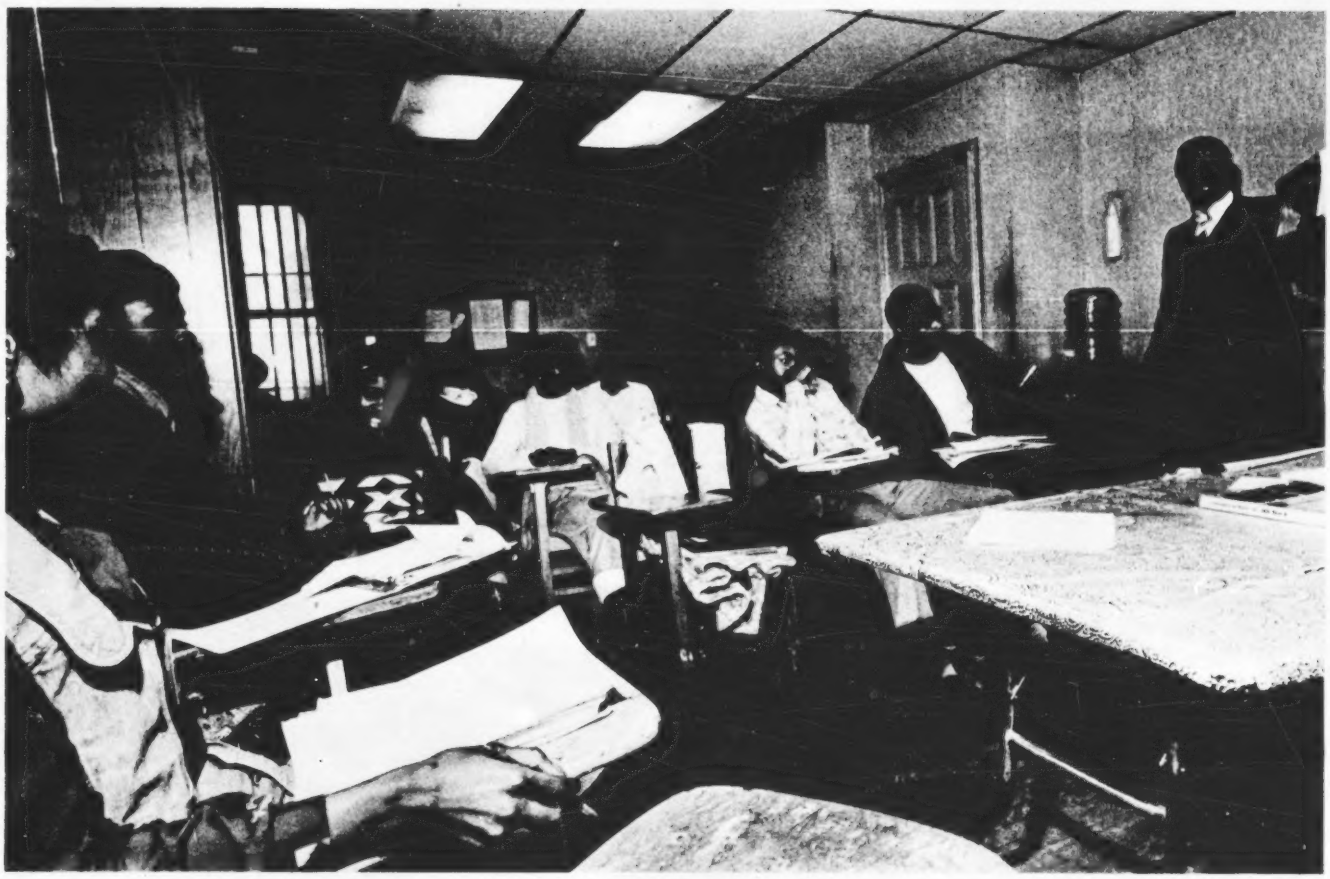
Cynthia Huebner, 20, a preapprenticeship program participant now works for a private contractor on the Central Arizona Project, a massive project to bring water from the Colorado River to the desert around Phoenix and Tucson. She was helping build giant sluice gates on the day she was interviewed.

"I was sick of restaurant work and the other minimum wage opportunities traditionally open to me as a woman. I like to work out in the fresh air," she says. "They always laughed at me when I applied for the good-paying jobs. Now, once I get my journeyman's card, I can work for good money anywhere in the country."

The city of Phoenix has developed a millwrights preapprenticeship program which stemmed from the success of the carpenters' project.

Secretary of Labor Ray Marshall says the Nation's apprenticeship system, refining the skills of the American work force and creating a body of versatile and productive workers, has become the backbone of American craftsmanship.

Photo Researchers photo
by Susan Kuklin



Preapprenticeship programs such as the Central Arizona Carpenter's Joint Apprenticeship and Training Committee program—and others funded under CETA and the youth act—are implementing the Federal Government's apprenticeship initiatives.

Early in 1979 the Department of Labor (DOL) renewed a contract with the National Urban League under which the league's chapters in 32 cities will train thousands of disadvantaged and minority youth and women in building trade apprenticeship programs after 10 weeks of intensive tutoring. The training is keyed to examination announcements in specific construction trades. Likewise, the Negro Trade Union Leadership Council (NTULC) of Philadelphia —under contract renewal with DOL—will train young persons for apprenticeship openings in skilled trades and crafts.

These and a host of similar projects aimed at reducing the high rate of joblessness among youth will operate under standards of the registered apprenticeship system administered by the Employment and Training Administration's (ETA's) Bureau of Apprenticeship and Training (BAT). About 50 percent of the trainees in BAT's programs are youth from 17 to 24 years old.

Basic requirements for participants include physical fitness to perform the training and a high school education or its equivalent. Apprenticeship for some trades lasts

NTULC preapprenticeship recruits study for General Educational Development (GED) certificates in Philadelphia classroom. NTULC expects to instruct 800 economically disadvantaged youth in 1979 to pass apprenticeship examinations in skilled trades and crafts.

6 years; however, 3 to 4 years is average for others. Apprentices are instructed by journeymen. Pay increases from about 50 percent of a journeyman's wages at the beginning to 90 or 95 percent just prior to completion, at which time the journeyman rate is paid.

A few of the more than 553 skilled crafts and trades are automotive mechanic, baker, bricklayer, carpenter, electrician, machinist, operating engineer, optical technician, painter, roofer, sheetmetal worker, and tool and die maker. BAT is expanding the program. For example, medical technicians and law enforcement officials were recently added. And under standards registered by BAT, the Army, Navy, and Marine Corps are enrolling young enlistees in apprenticeship programs. The Air Force is expected to follow. Time spent in the Armed Forces programs is credited to civilian apprenticeship.

A new trend for youth in the world of work is the idea of awarding college credit for apprentices. Many programs are conducted jointly by employers, unions, and 2-year colleges or technical institutes. The NTULC of Philadelphia, for example, trains apprentices who get college degree credits for on-the-job training.

In Columbia, S.C., the National Urban League uses a mobile unit to spread the word to youth about its apprenticeship outreach project LEAP—Labor Education

Praised by his supervisor as a superb worker, Lucius Heatley, of St. Mathews, S.C., is an electrician apprentice at the Richtex Corp. Before joining LEAP, he attended Orangeburg-Calhoun Technical College in Orangeburg.

Advancement Program. Cecil I. Smith, national director of LEAP, explains how the van implements the program in rural areas:

"We need to cover a wider territory with very little expansion of basic resources. Local unions are moving their headquarters to the suburbs, and that requires increased staff travel time in transporting job applicants. Also, in concentrating on urban centers, we are bypassing many pockets of need in small towns.

"When the subject of mobile units was raised with DOL's Office of National Programs, it was probably through the influence of the rural programs that we got the final go-ahead. In 22 months of operation, the van staff made 217 placements, including youth and adults.

"A field representative, in advance of the van's arrival, contacts community groups, places spot radio announcements, and puts up posters, giving time and place of the mobile unit's visit. The Columbia unit averages 35 to 40 interviews a day in each community. The van is on the road 8 to 10 days a month and is in constant use the rest of the time in transporting workers to jobsites, taking recruits on worksite visits, and transporting staff on plant tours.

"In Columbia, the staff determines where new construction will be taking place, contacts the contractor, and offers the services of LEAP. When work on the Richard Russell Dam, 150 miles from Columbia, was in the planning stage, Columbia staff estimated the number of minority workers the job could absorb, identified the counties from which workers should come, scheduled the van into those counties, and built an applicant file. In 6 days in 2 communities, they took 250 applications."

Another mobile unit operated by LEAP is in Colorado Springs, Colo. The van is on the road about 6 days a month and confines its operations mainly to the communities on the Western Slope of the Rockies—a range of 200 to 355 miles from base.

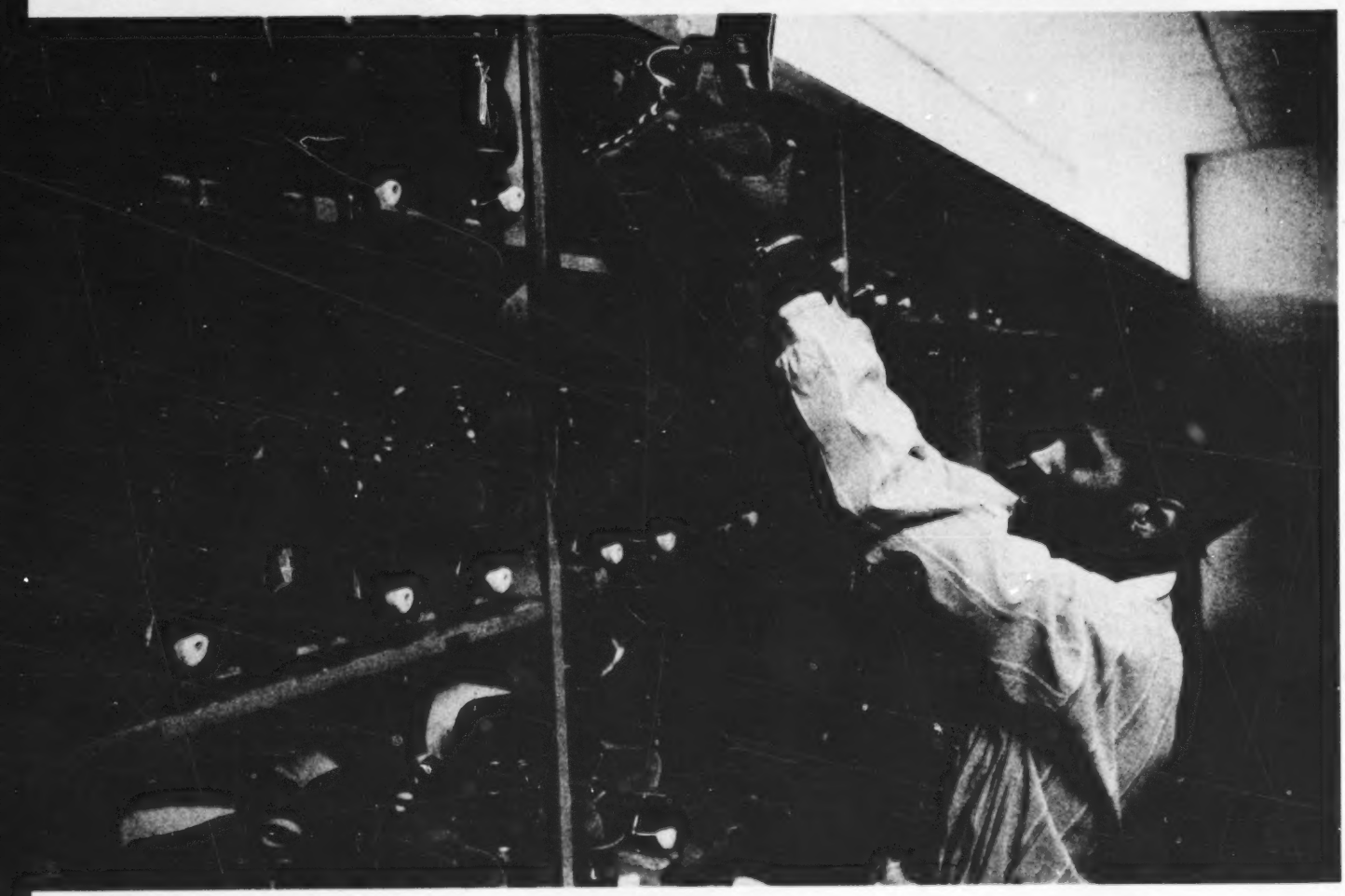
Perri Jones, of Augusta, Ga., a LEAP recruit, wields a deft brush as a pre-apprentice worker in Columbia's Painters Local Union 1730.

Black Star photos by Bill Grimes

A Winning Combination: School & Work

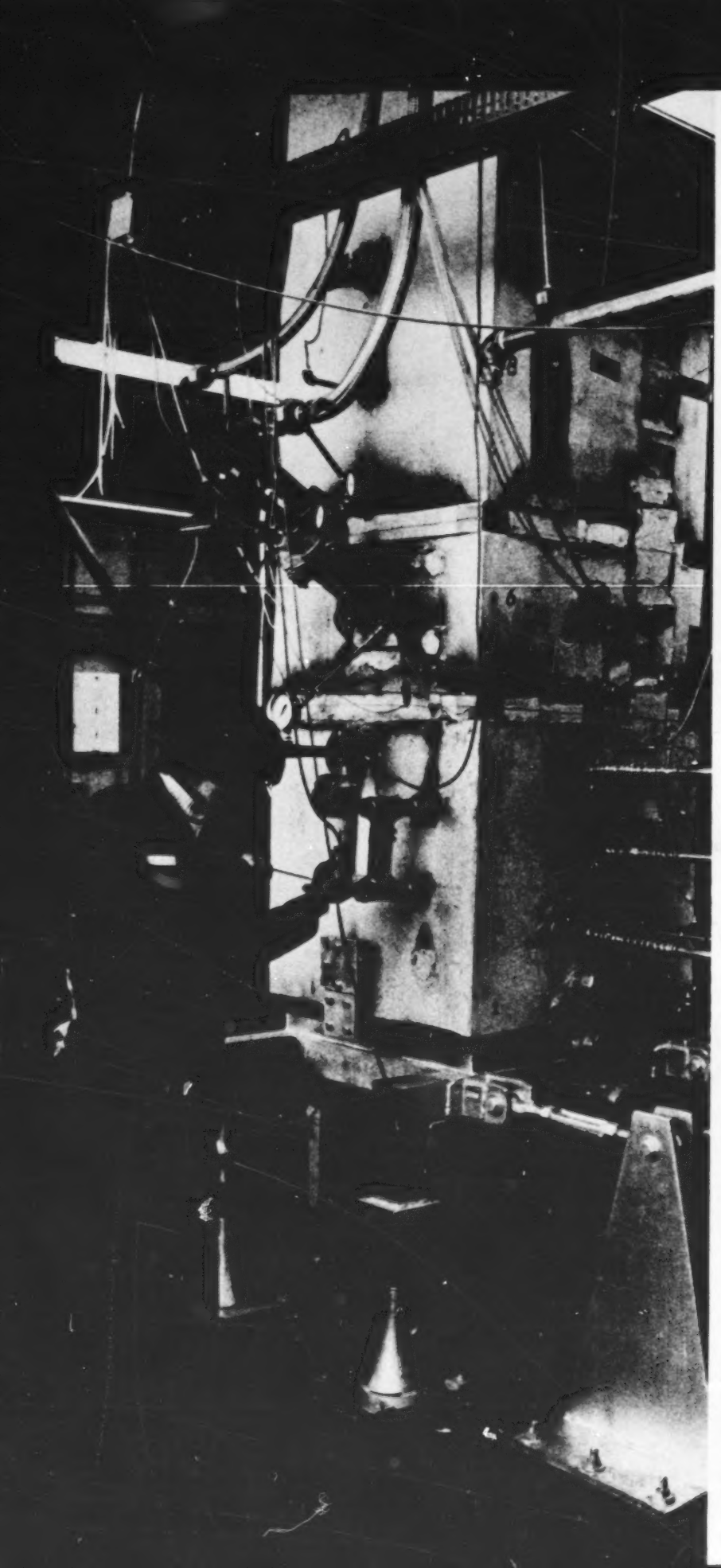
Helping young people to stay in school and preparing them to enter the world of work is the primary aim of the 58 exemplary in-school youth training demonstration projects conducted under the Youth Employment and Demonstration Projects Act (YEDPA). These 1-year projects emphasize career information guidance and jobseeking skills, academic credit for work experience, expanded private sector involvement, and job creation through youth operated projects. They are designed to promote cooperation between the Nation's educational and employment and training systems to bridge the gap between school and work. It is hoped that the projects will help youth program operators determine what types of programs enable disadvantaged youth to find good jobs when they leave school.

Money for the projects comes from



Gloria Hawkins, a project YEELD participant, is gaining valuable work experience at the Fairfax County (Va.) Parks Ice Skating Rink.

Black Star photo by John Troha



Bruce Doherty, a participant in Boston's Triple E program, works at MIT on a fluidized bed combuster, an incinerator system that burns coal dust.

discretionary funds under the Employment and Training Administration's (ETA's) Youth Employment and Training Program (YETP), under YEDPA.

In Boston and its surrounding communities, an innovative in-school program called Triple E (the education and employment program of The Educational Collaborative for Greater Boston, Inc.) offers alternate weeks of in-school (academic) and on-the-job training. This program was funded through a Department of Labor grant to Youthwork, Inc., of Washington, D.C., one of four intermediary corporations conducting programs and gathering information with an eye toward future policy. Youthworks also monitors and provides technical assistance to Triple E.

Triple E participants are provided with subsidized employment along with counseling, remedial academics, and career-related instruction. The worksites include human services, technical fields, health careers, and the performing arts. To be eligible, students must be between the ages of 16 and 19, in need of an alternative school experience, and able to comply with the requirements of YEDPA. Two hundred students were selected for the program on the basis of their educational and financial needs.

Triple E students do not have to have defined work skills—in fact, they learn such skills through on-the-job experience and training. The employer contributes the site for work experience, adult supervision, and liaison with the Triple E staff. Triple E contributes student wages (the basic minimum wage), fringe benefits, and transportation to and from the worksite.

Bruce Doherty, a participant in the Triple E program, complained that his high school was too college-oriented. He felt he was

Photo Researchers photo by Lynn McLaren

mechanically inclined and was assigned to the Massachusetts Institute of Technology (MIT), where he has worked in the Energy Laboratory's new pilot-scale Combustion Research Facility since last summer. He is on an alternating schedule: 1 week in school, 1 week assisting with the maintenance program and gaining shop experience at the research facility.

Working in the Combustion Facility, Doherty has learned about pipefitting and general maintenance of the facility. He has been offered a job on the staff as a result of his on-the-job training and experience.

Two other students work in the Sidney Farber Institute for Cancer in Brookline, Mass. Michael Harder has worked as a "patient transport" for more than 8 months and says that he has benefited enormously from the experience. "I've learned a lot about people and how to work with them just pushing them around in wheelchairs." His supervisor says that there is a definite possibility that he may have a staff job after his year-long training at the institute.

Marjorie Brimage works in the pharmaceutical department of the Cancer Institute and says that she has learned a definite marketable skill through working with a computer. "I've also learned a lot about types of medication and the different strengths that make up medicines," she adds. After this on-the-job training is completed, Brimage wants to continue work-

While completing his high school education under Triple E, Kelvin Brown is learning costume design at the Elma Lewis School of Fine Arts—School of African Performing Arts in Roxbury, Mass.

Beverly Massey enjoys working at the Groveton High School day-care center, and the children enjoy being cared for by Massey, who is a YEELD student at Groveton High.

Photo Researchers photo
by Lynn McLaren

ing with computers, although not necessarily in a pharmaceutical capacity.

In an entirely different area, John Edward Kuhn works in an auto-body repair shop in Roxbury, Mass. Kuhn wanted to be an auto mechanic from the start, and according to his supervisor, he is a "natural" for this work. The Triple E staff endeavors to place students where they prefer to be and are most suited to be. In most cases, it works out satisfactorily. For example, Kelvin Brown, one of the most recent students in the program, works in the costume department of the Elma Lewis School of Fine Arts—School of African Performing Arts. Brown expressed a definite interest in learning how to sew and design costumes and, according to his supervisor and counselor, he is really suited for this training. He is learning how to plan wardrobes, sew, cut, and do basic stitching—all the facets of the costume art.

Another innovative program, whose purpose is to develop a model for awarding academic credit for work experience, is being conducted by the Fairfax County Public School System in Virginia. Project YEELD—Youth Employment-Experience-Learning Demonstration—integrates the concepts of community-based education, career development, cooperative education, and traditional education. It is designed to determine whether students who have been unsuccessful academically can learn better in situations outside the classroom. And it also aims to determine whether they will continue learning after leaving school if they have developed the skill of learning through work and community experiences.

Project YEELD provides disadvantaged students with a flexible schedule, including at least 15 to 20 hours per week of paid work; numerous nonpaid community-based learning activities; and both individual and small group instruction. The project serves 20 to 25 former and potential dropouts in Groveton, Herndon, and Stuart High Schools.

An individual education and employment plan is developed for each student with the cooperation of teachers, counselors, parents, and employers. Students contract quarterly for hours of work in each subject for which credit is awarded—English, social

Black Star photo
by John Troha

studies, math, and cooperative education. These hours, when completed in class, on the job, or in the community, convert to the quarter grade. The level of work required varies with individual ability.

Students attend the first period class within the regular school program, taking a required or elected course. They are assigned to the YEELD teacher and teacher aide the remaining five periods of the day as follows:

- Monday—All students are in class during the five periods or on field trips related to career exploration, community exposure, or academic goals. Resource people are sometimes invited into the classroom. Students develop and use observing and interviewing techniques along with these activities. Class time focuses on career development and coping and adjusting skills. Town meetings, scheduled weekly or biweekly, provide a forum for discussing issues important to the students.
- Tuesday—Half of the students report to the YEELD class for individual or small group work in remediation, minimum competencies, and general academic goals. The other half are bused to work after the first period. On Wednesdays, the students reverse schedules.
- Thursday and Friday—All students are bused to work after the first period. Teachers visit jobsites, meet with parents, and attend inservice meetings.

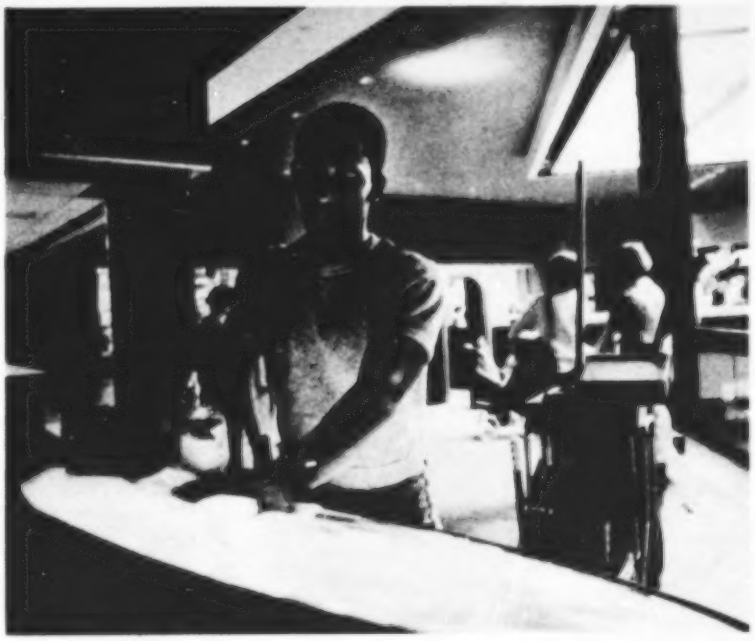
All except 2 of 60 students are employed, 23 in Comprehensive Employment and Training positions and 37 in private employment. Students have done clerical work at the Pentagon, the Air Force Correction Board, the U.S. Geological Survey, MEMCO, and Dart Drug Store; worked as teachers' aides in local elementary schools; worked in food service operations, day-care centers, and in the stockrooms of a grocery store and an electronics store. One student was employed by an ice skating rink, where she handled skate rental and ticket sales; another worked as a pin machine setter in a bowling alley.

Like many other program participants in the Fairfax County School System, Kathy Harlow thinks the program has changed her life for the better. "One good thing that happened to me in YEELD, I learned to take more responsibility for myself. While working, I have to do what I am told and to do it right. I have learned how to handle my work in class while working on the job as well."

Aaron Bruce Connelley describes his progress this way: "I was a high school dropout and could not keep a job. I was a failure, I thought, until something inside of me told me to get my diploma. In a regular classroom I know I could not learn at the standard rate. Project YEELD teachers understand; they don't give up on me and I see that and I am a very positive human being thanks to YEELD."

Teacher aide Michael Williams finds that the YEELD program helps students to develop responsibility both in the classroom and on the job. "We have the opportunity to see the student in his or her total environment. This allows us to consider and sometimes balance the forces that shape our students' lives. Overall, this program helps to bolster the students' self-confidence rather than continue with an attitude of what the world is 'doing to me.' "

Dwayne Cottingham does maintenance work at the Springfield Mall in Springfield, Va., and receives credit toward his high school diploma, through Project YEELD.



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